



Image: <http://pheepeh.deviantart.com/art/5000-Puzzle-Pieces-196729125>

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Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning/>

August 2015

Agenda	August Agenda.docx Details Download 82 KB
World Readiness Standards	World-ReadinessStandardsforLearning... Details Download 82 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma...

Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Laura Terrill

Chantal Thompson

Performance towards Proficiency



Laura Terrill

Key Comparisons: Performance & Proficiency

Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

Laura Terrill

NCSSFL-ACTFL Global Benchmarks Presentational Writing

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Laura Terrill

Text Type

Quantity and Organization
of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



Laura Terrill

Moving from one level to the next...

At any level:

- Perfection is NOT the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

Laura Terrill

Cinderella



Level I

Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball...

Level II

Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress...

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Level 3



Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....

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Level 4



Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend...

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Level 5



Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.

Laura Terrill



How do people here and in the French-speaking world describe a balanced lifestyle?

14

LE CALENDRIER DU BONHEUR !

CHACUN N'AIT JE FAIS MES 8 HEURES !

Zone C
Bordeaux, Créteil, Paris, Versailles

Rentrée scolaire des enseignants	lundi 3 septembre 2012
Rentrée scolaire des élèves	mardi 4 septembre 2012
Vacances de la Toussaint	samedi 27 octobre 2012
Vacances de Noël	samedi 22 décembre 2012
	lundi 12 novembre 2012
	lundi 7 janvier 2013

METRO BOULOT DODO

Bien-être

Pause Café

Getting the most out of a text

- What might you do as an interpretive task?
- What interpersonal conversation do you imagine students having with others?
- What might students do in the presentational mode?

Laura Terrill

Ma Vie au Soleil

Laura Terrill

Contemporary Life: A Balanced Lifestyle

Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.

Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.

Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

Laura Terrill

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Laura Terrill

Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher	produced for an intended audience and purpose.

Laura Terrill

Why do we write?

We write to:

- express and reflect
- inquire and explore
- analyze and interpret
- take a stand
- evaluate and judge
- propose a solution
- seek common ground
- inform or explain
- report – research-based writing
- take tests

Reading Rhetorically: A Reader for Writers
Bean, Chappell, and Gillam

Laura Terrill

Common Core Writing Standards

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

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Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

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Common Core – Types of Writing

Narrative To Convey Experience	Opinion/Argument To Persuade	Informational To Explain
<ul style="list-style-type: none"> • Personal narrative • Fiction • Historical fiction • Fantasy • Narrative memoir • Biography • Narrative nonfiction 	<ul style="list-style-type: none"> • Persuasive letter • Review • Personal essay • Persuasive essay • Literary essay • Historical essay • Petition • Editorial • Op-ed column 	<ul style="list-style-type: none"> • Fact sheet • News article • Feature article • Blog • Website • Report • Analytic memo • Research report • Nonfiction book • How-to-book • Directions • Recipe • Lab report

Laura Terrill

Writers consume more than they produce.



- Read like a writer.
- “Steal” characteristics of good text
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill

Less is more?



<http://www.sixwordmemoirs.com>



101 Words

101 word short stories. Chisel your words wisely.

<http://www.101words.org/>



FLASH
FICTION
ONLINE

<http://flashfictiononline.com/main/>

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

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Writing is Thinking



Writing Makes Thinking Concrete

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Everyone has the capacity
to write,
writing can be taught,
and teachers can help students
become better writers.

People learn to write
by writing.

- NCTE Beliefs about the teaching of writing
November, 2004

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6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

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Ideas

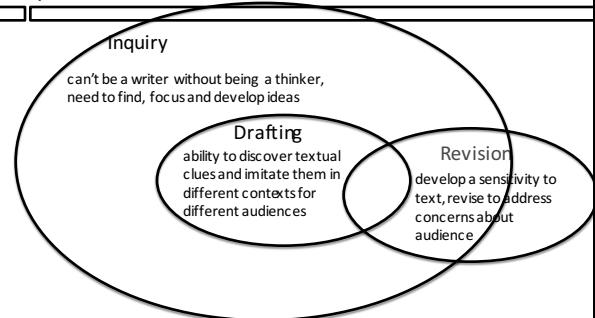


Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

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Inquiry should inform writing throughout the process



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Strategic Writing
Deborah Dean



Use Inquiry

Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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Lists allow for both inquiry and drafting.

- Reasons not to lie
- Ways to spend \$100
- Things to do besides watch TV
- Things that make you smile
- Things you might find at the beach

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Ask the Questions Write the Story



Laura Terrill

Ask the Questions Write the Story



<http://1jour1actu.com/monde/lecture-d-image-enfants-bonheur-mali>

Laura Terrill

Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



Laura Terrill

Reasoning - What makes you say that?



1. What's going on?
2. What do you see that makes you say that?

Allows students to describe what they see and know. Students then build explanations, promoting evidence-based reasoning.

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Reasoning — What makes you say that?



What more can you find?

Laura Terrill

Reasoning — What makes you say that?



What more can you find?

Laura Terrill

Reasoning — What makes you say that?



What more can you find?

Laura Terrill

Reasoning — What makes you say that?

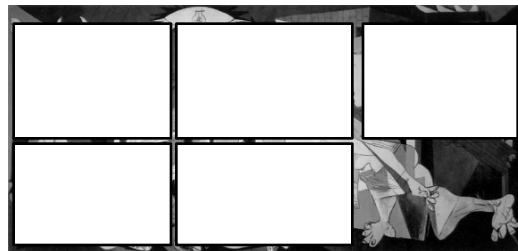


What more can you find?

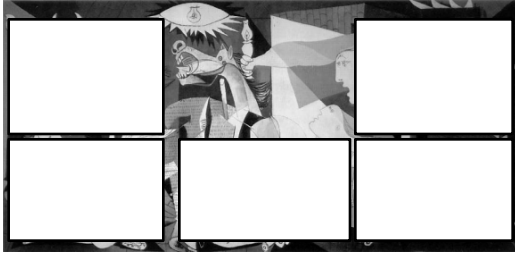
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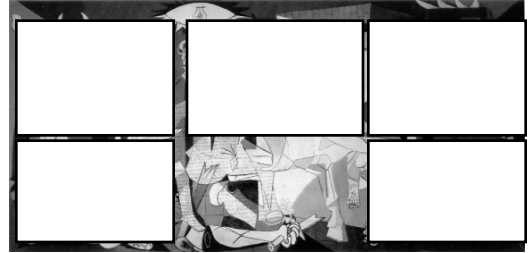
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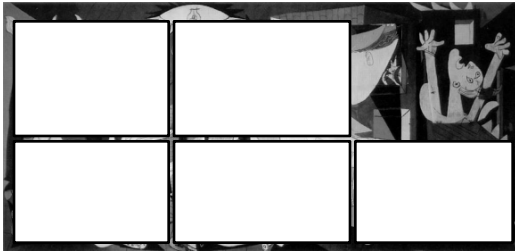
Laura Terrill



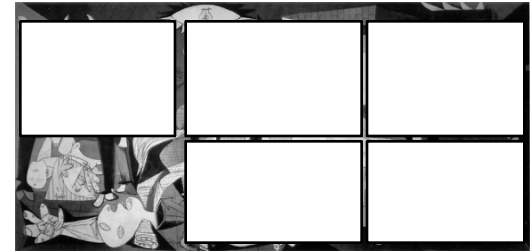
Laura Terrill



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Laura Terrill



Laura Terrill



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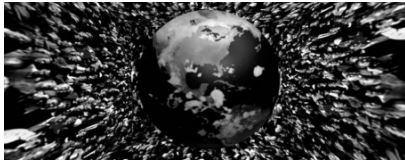
R.A.F.T.S.

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill

persuade, analyze, create, predict, compare, defend, evaluate

Teammates Consult



What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill

Sentence Fluency



"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrill

Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill

Teach transitions



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

Laura Terrill

Building Blocks

What is a sentence?

The parrots attacked the frogs _____
where ? with whom?

_____.
when ? at what time? why?

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Organization



"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."

Ruth Culham

Laura Terrill

Herding Cats



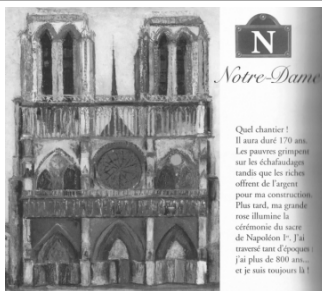
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Lists

- Generate an "A – Z" listing on a specific topic.
- Freewrite on a specific word – beauty, dangerous, heroic, love, jealousy, etc.
- Create "big people" to explore characters.
- Use a "two voice" list to explore aspects of a topic.
- Create a "counting book" on a topic.
- Write a "how to" on a topic.

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ABC Book – Each letter has been expanded



Laura Terrill

ABC de Paris
Raphaële Aubert

Create an interview to share information on a topic

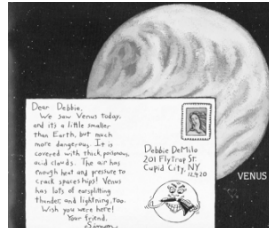


- Why do ice cubes float?**
A cup of liquid water takes up less space than when that cup of water freezes. This means that a cup of frozen water weighs less than a cup of liquid water. The frozen water will float in the liquid water because it is lighter.
- Why is there a hole in the bottom of a flowerpot?**
Plants need just the right amount of water in their soil—not too little, not too much. The hole in the flowerpot lets extra water drain out of the soil.
- Why do people cry when they slice onions?**
Onions are juicy. When you cut an onion, tiny droplets of onion juice float in the air and get in your eyes. Tears wash away the stinging onion juice.

Little Book of Questions & Answers My Home
Contributing Writer: Terri Crawford Jones

Laura Terrill

Blend of fiction/non-fiction in different genres on a topic



Laura Terrill

Postcards from Pluto: A Tour of the Solar System
Loreen Leedy

Counting Book



I spy 8 boats.
Vincent Van Gogh – Boats on the Beach

Laura Terrill

I Spy Two Eyes: Numbers in Art
Lucy Micklethwait

Graphic Organizers
HOUGHTON MIFFLIN HARCOURT
Education Place

Name _____ Date _____ Name _____ Date _____ Name _____ Page _____

Storyboard Chart
Write your topic at the top. Add details to the middle figures. Add a concluding sentence at the bottom.

Ice Cream Cone
Write your topic on the cone. Add details to each of the scoops.

Spider Map
Write the main idea in the center. Write the details in the circles around it.

Flowchart
Write the main idea in the center. Write the details in the boxes around it.

Storyboard Chart
Write your topic at the top. Add details to the middle figures. Add a concluding sentence at the bottom.

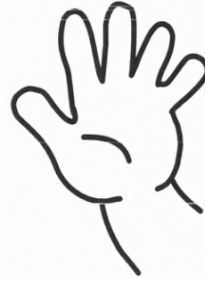
Ice Cream Cone
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Spider Map
Write the main idea in the center. Write the details in the circles around it.

Flowchart
Write the main idea in the center. Write the details in the boxes around it.

www.eduplace.com

Creating the outline...



1. Student's trace hand on paper.
2. They write the important topic on the palm of the hand.
3. They write 5 facts about the topic on each finger.
4. Students pair with a partner to share their outline.

Laura Terrill

Big People



- Trace a major character.
- Write notes about the character inside the body.
- Draw arrows outside the body.
- Add specific events and page numbers.
- Use as source for ideas.

Laura Terrill

Deborah Dean

An unusual event....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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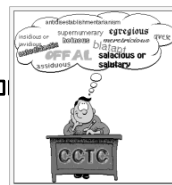
It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill

Word Choice



"Word choice is about the use of rich, colorful, precise language that communicates. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."

Laura Terrill

Ruth Culham

Expand a Headline

**Ce couple de
retraités achète
une maison et
tombe sur un
vrai trésor enfui
dans sa grange**



<http://www.actup.us.com/ce-couple-de-retraites-achete-une-maison-et-tombent-sur-un-vrai-trésor-enfui-dans-leur-grange/>

Laura Terrill



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Voice



"Voice.....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing the magic, the wit, the feeling....."

Ruth Culham

Laura Terrill

Dialogue Journal Prompts

Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

Topic words.....

- Homework
- A fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Vacation
- Car
- Friend
- Animal
- Jewelry

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<http://www.ca.org/resources/Digest/peyto01.html>

Daily Writing Prompts

- **March 30** On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **March 21** Today is "Children's Poetry Day." Using your favorite form of poetry, write a poem about what it means to be a kid. Think about the advantages and disadvantages.
- **March 16** On this day in 1751, our 4th President, James Madison was born. Madison was the oldest of twelve (12) children. What do you think would be the advantages and/or disadvantages of having eleven (11) siblings? Would you like to have eleven younger brothers and sisters?
- **March 8** March 8th is "Working Women's Day." Many people feel that being a stay-at-home-mom is full-time job. Do you agree or disagree and why?
- **March 6** On this day in 1912, Oreo Cookies were sold for the first time. Describe to someone how you like to eat your Oreo.

<http://www.theteacherscorner.net/daily-writing-prompts/index.htm>

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Acrostic Poetry

Paris, a dynamic city with
Artistic museums and monuments,
Rich in history
Invites connoisseurs of life to
Sites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Laura Terrill

Cinquain Poetry

Subject
noun, noun
adjective, adjective, adjective
short sentence or phrase about the subject
restate the subject

Paris
museums, monuments
dynamic, exciting, alive
a cultural tapestry this
City of Lights.

Laura Terrill

Brevette Poetry

subject (noun)
verb (ongoing action, stretched out when typed)
object (noun)

<i>students</i>	<i>teachers</i>	<i>summers</i>
<i>t a k e</i>	<i>g r a d e</i>	<i>g i v e</i>
<i>tests</i>	<i>papers</i>	<i>relief</i>

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Loop Poetry

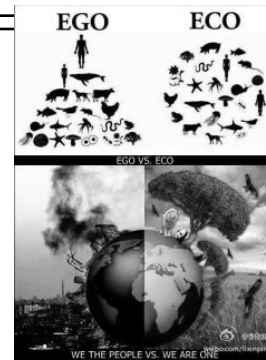
In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel
Travel to see places
Places that are different
Different people to meet.

Who am I now?
Now I have changed
Changed by experiences
Experiences that are memories.

Laura Terrill

Two Voice Poems



Laura Terrill

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

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La tierra está enferma

LA TIERRA ESTÁ
ENFERMA

Laura Terrill

The Earth is Sick

Earth
Voice #1

Man
Voice #2

Laura Terrill

Conventions



"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill

ELL Adult Learners

I live in St. Charles I came here by myself 1 year and 5 month ago. My family is in Korea. I came here to study English. Before coming to St. Louis. I used to live in Seoul, Korea. I wanted to come to US from before to learn English and enjoy my different life. Since I came here, I really enjoyed doing somethings and going new places. I'll go back to Korea end of this month.

Laura Terrill

Dear neighbors,

We are your new neighbors. Me. Haibo and my wife Donghua. We are from China, and have been in America for 2 years but in St. Louis, just 2 months. Before moved to St. Louis, we lived on University of Missouri – Columbia campus. My wife graduated and found a job here, so we moved here at the end of last year. As Chinese, we like Chinese food very much, but not America football and we do not have kids, so we should be quite. Because of the methods of Chinese cooking, there may be some smoke and smell in and around our apartment, if you feel uncomfortable, just let us know, we will maintain it as little as we can.

Let me tell you about moving. When we prepared the luggage to America we found that it is very hard to put everything we need into two 32 lb boxes which are maximum luggage each passenger can carry. But at the time to move to St. Louis we are surprised how we could get so many stuffs in two years. Fortunately, my wife got more benefit from the new job, so we hired a moving company to help us, which made work easier.

In the future years, my wife hopes she can get good performance in her job, and can attain her PhD. Degree. I will be a graduate student in UMSL, and we hope we can have a baby next year.

Best regards,

Laura Terrill

Conventions

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom.....that the best way to teach conventions is by example, using texts students create."

--Culham

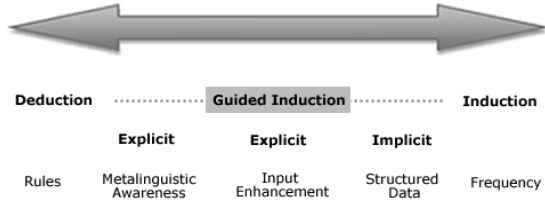
Laura Terrill

Teaching Grammar

- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students use language, no real effort to identify patterns of grammar

Laura Terrill

Grammar Continuum



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Grammar in Context

Presentation

A

C

E

Shrum & Glisan

Laura Terrill

Bébé Lilly: Les bêtises



J'ai tout mangé le chocolat J'ai
tout bu le cola cola Et comme
t'étais toujours pas là J'ai tout
vidé le Nutella j'ai tout
démonté tes tableaux j'ai tout
découpé tes rideaux Tout
déchiré tes belles photos Que
tu cachais dans ton bureau.

<http://notrepetitthl.og.b.logs.pot.c.om/2010/02/le-passe-co.mp.ose-en-cha.nson.ht.ml>
http://www.daily.mot.io.n.com/vi.deo/xkt8_bebe-4il.ly-4.es-b.etis.es_music

Laura Terrill

Bébé Lilly: Les bêtises



I ate all the chocolate
I drank all the cola cola
And as you were still not there
I finished all of the Nutella
I took down all your pictures
I cut all your curtains
Tore all your beautiful pictures
That you were hiding in your desk

<http://notrepetitthl.og.b.logs.pot.c.om/2010/02/le-passe-co.mp.ose-en-cha.nson.ht.ml>
http://www.daily.mot.io.n.com/vi.deo/xkt8_bebe-4il.ly-4.es-b.etis.es_music

Laura Terrill

Grammar in Context

Presentation

Attention

C

E

Laura Terrill

Bébé Lilly: Les bêtises



J'ai tout mangé le chocolat
J'ai tout bu le cola cola
Et comme t'étais toujours pas là
J'ai tout vidé le Nutella
j'ai tout démonté tes tableaux
j'ai tout découpé tes rideaux Tout déchiré tes
belles photos Que tu cachais dans ton bureau

<http://notrepetitthl.og.b.logs.pot.c.om/2010/02/le-passe-co.mp.ose-en-cha.nson.ht.ml>
http://www.daily.mot.io.n.com/vi.deo/xkt8_bebe-4il.ly-4.es-b.etis.es_music

Laura Terrill

Grammar in Context

Presentation**A**ttention**C**o-construct**E**

Laura Terrill

Passé composé

manger Hier, j'**ai mangé** le chocolat.*tirer* D'abord, j'**ai tiré** sur la queue de mon chat.

Laura Terrill

Passé composé

manger Hier, j'**ai mangé** le chocolat.*tirer* D'abord, j'**ai tiré** sur la queue de mon chat.*frapper* Puis, j'**ai frappé** mon frère.

Laura Terrill

Passé composé

manger Hier, j'**ai mangé** le chocolat.*tirer* D'abord, j'**ai tiré** sur la queue de mon chat.*frapper* Puis, j'**ai frappé** mon frère.*oublier* Aussi, j'**ai oublié** mes devoirs.

Laura Terrill

Passé composé

manger Hier, j'**ai mangé** le chocolat.*tirer* D'abord, j'**ai tiré** sur la queue de mon chat.*frapper* Puis, j'**ai frappé** mon frère.*oublier* Aussi, j'**ai oublié** mes devoirs.*jurer* Enfin, j'**ai juré** à mon père et il m'a grondé.

Laura Terrill

Passé composé

manger Hier, j'**ai mangé** le chocolat.*tirer* D'abord, j'**ai tiré** sur la queue de mon chat.*frapper* Puis, j'**ai frappé** mon frère.*oublier* Aussi, j'**ai oublié** mes devoirs.*jurer* Enfin, j'**ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

Laura Terrill

Grammar in Context

Presentation

Attention

Co-construct

Extend

Laura Terrill

El día que me quieras

Acaricia mi ensueño
el suave murmullo
de tu suspirar
Como ríe la vida
si tus ojos negros
me quieren mirar
Y si es mío el amparo
de tu risa leve
que es como un cantar
Ella aquieta mi herida,
todo, todo se olvida
El día que me quieras
la rosa que engalana
se vestirá de fiesta
con su mejor color

Y al viento las campanas
dirán que ya eres mía
y locas las fontanas
se contarn su amor
La noche que me quieras
desde el azul del cielo
las estrellas cédosas
nos miran pasar
Y un rayo misterioso
hara nido en tu pelo
lucimaga curiosa
que vea que eres
mi consuelo.

Laura Terrill

PACE

A. Presentation

1. Teacher shows magazine photos and posters of Luis Miguel with his music playing, in the background. As a class, discuss Luis Miguel and who he is
2. Students listen to the song, 'El día que me quieras.' Teacher will use question techniques to elicit the future form of verbs; ¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a

B. Attention to form

1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

<http://web.cortland.edu/flteach/lessons/pacehtml>

Laura Terrill

PACE

C. Co-Construction

1. As a class, review the correct verb forms in the cloze activity
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms

D. Extension

1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class, list examples on the board under 2 headings: boys and girls. Compare similarities and differences and discuss "Who is more romantic?". OR "what will the man (woman) of your dreams be like?"

<http://web.cortland.edu/flteach/lessons/pacehtml>

Laura Terrill

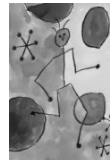
Structured Writings *Consider the difference.....*

Comment on a current event:

Include:	Include:
<ul style="list-style-type: none"> • a verb that uses "avoir" • a verb that uses "être" • a reflexive verb • two adjectives • two connectors 	<ul style="list-style-type: none"> • explain what has happened • comment on what is happening • predict what will happen under different circumstances • end by giving your thoughts on what should happen

Laura Terrill

Write to incorporate structures.



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



Laura Terrill

Déçu à Paris

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

Laura Terrill

Déçu à Paris

I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.

My friends had a good time, but I slept in the hotel.

Laura Terrill

Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill

Yesterday – Today - Tomorrow

What did you do?



What are you going to do?

What are you doing?

Laura Terrill

Structured Writings *Consider the difference.....*

Comment on a current event:

Include:	Include:
<ul style="list-style-type: none"> • a verb that uses "avoir" • a verb that uses "être" • a reflexive verb • two adjectives • two connectors 	<ul style="list-style-type: none"> • explain what has happened • comment on what is happening • predict what will happen under different circumstances • end by giving your thoughts on what should happen

Laura Terrill

Presentation

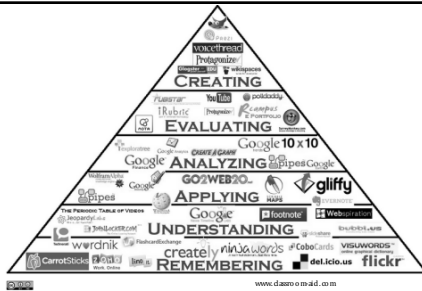


"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."

Laura Terrill

Ruth Culham

Creating Visual Messages



Laura Terrill

Visual Element in Presentations

	Strong example	Meets expectations	Approaching expectations
Text	The text is concise; font size and style make it easy to read.	The text may be lengthy at times; font size and style make it easy to read.	The text may not enhance the visual; font size and style may be difficult to read at times.
Color and Images	Colors and images are chosen to enhance the presentation, making the message memorable.	Colors and images are used to represent the message visually.	Colors and images add minimally to the message.

Laura Terrill



Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Grant Wiggins, 7 Keys to Effective Feedback, Educational Leadership, September 2012

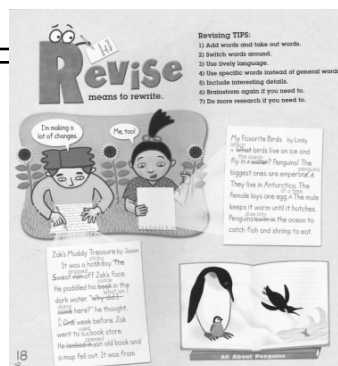
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Feedback

- The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'.
- But... (Educational Leadership, September, 2012)
- The manner in which feedback is communicated to students greatly affects whether it has a positive or negative effect on student achievement.

John Hattie, Measuring the effects of schooling, Australian Journal of Education 1992

Laura Terrill



Laura Terrill

Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy

Fat Drafting — Build up a text before revising it.

Acts of Revision: A Guide for Writers, Wendy Bishop

- Mark the "center of gravity sentence" from each paragraph, the sentence that seems "core, crucial, provocative, evocative, and so on". List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Free write on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

Laura Terrill

adapted from *Strategic Writing*, Deborah Dean

Establish a Common Language About Conventions

Make lower case letter.	N orth of Mexico
Make a capital letter.	President jefferson
Replace word, phrase or sentence.	A fine thing
Delete.	this time
Transpose	T h l e r
Add a comma.	1, 2, or 3
Add an apostrophe.	Lets go.
Add a period.	Welcome, friends o
Add letters or words.	They leaving .
Misspelled.	Use editing marks
Indent	

Laura Terrill

Presentational Tasks

"On Demand"

You are so proud of yourself...a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day. Consider how your habits differ from those of the target culture.

Project-Based

Assume the identity of a child in another country. Introduce yourself. Tell about food choices in your country and comment on any hunger issues.

Laura Terrill

"On Demand" Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood? (Domain: Language Control)	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader.
How rich is my vocabulary? (Domain: Vocabulary)	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.
How well do I complete the task? (Domain: Functions, Content and Context)	I complete each part of the task adding some details.	I complete each part of the task.	I complete most of the task.

Laura Terrill

"On Demand" Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.

Laura Terrill

Presentational Performance Rubric

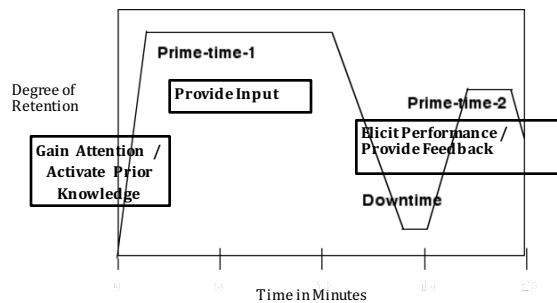
	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit. Personal vocabulary is included appropriately.	I use some variety in vocabulary choice, incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

Laura Terrill



Laura Terrill

Primacy-Recency



Laura Terrill

I DO...WE DO...YOU DO



I DO

The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context



WE DO

The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance



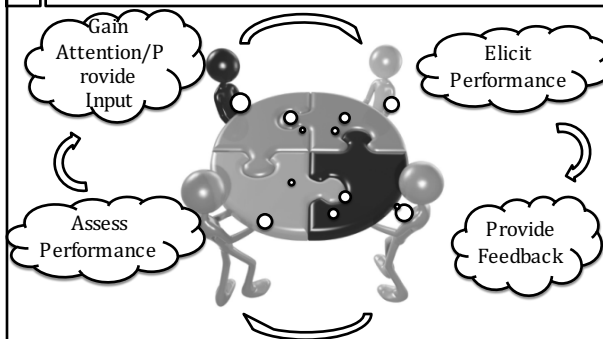
YOU DO

The individual student:

- demonstrates his/her ability to meet the goal of the lesson

Laura Terrill

Lesson Design



Laura Terrill

Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



Laura Terrill

Springfield Lesson Design

Language Function/ Can Do	Objectives	<ul style="list-style-type: none"> • Name places in a city • Ask and answer questions indicating if there is or isn't (place) in a city
Input	Mini Lesson	Identification of places in context; stating if there or not (interpretive & interpersonal)
Performance/ Feedback	Learning Activity	Reading; providing proof for/against (interpretive) Pairing to ask and answer questions about places (interpersonal)
Check for Understanding/ Formative Assessment	Wrap Up	Quick write: 2 minute timed writing on city of Angers (presentational)

Laura Terrill

Lesson Plan – A Balanced Lifestyle

Language Level	Novice Mid- High	Grade	9-12	Date	xxx	Day in Unit	2	Minutes	55
Unit Theme and Question	Contemporary Life: A Balanced Lifestyle <i>How do people here and in (the French-speaking world) describe a balanced lifestyle?</i>								
Daily topic:	Métro, boulot, dodo (Subway, work, sleep)								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	Which modes of communication will be addressed? • Interpretive • Interpersonal • Presentational							
If applicable, indicate how Connections, Comprehension, Communication, and Common Core will be part of your lesson.	Connections	Lesson objectives: • Name obligations and activities that create balance in daily life based on authentic video <i>Ma Vie en Solo!</i> (My Life in the Sun) • Ask and answer questions about what they do to create balance in their lives							
	Comparisons	Language: Métro, boulot, dodo (Subway, work, sleep)							
	Communities								
	Common Core	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.							
Lesson Sequence	Activity/Activities	Time*	Materials • Resources • Technology						
	What will learners do? What does the teacher do?	How many minutes will this segment take?	Be specific: What materials will you develop? What materials will you bring in from other sources?						
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> • Teacher displays a variety of images depicting wellness and stress. • Learners look at the images and list activities that they consider to be chores or obligations as well as those that are done by choice or are of interest. 	5	<ul style="list-style-type: none"> • Images depicting wellness/stress • Images of various activities, preferably images that learners have used in previous units 						

Laura Terrill